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ABSTRACT

The purpose of the Library/School Resource Project was to develop and implement a "transportable" library/school program model for special needs children and their parents. Its objectives were to: (1) identify available resources for use by teachers, parents, and their special needs children; (2) provide a system whereby everyone could have access to these resources; and, (3) by using the public library facilities, to offer parents specialized training sessions so that they could become more effective in dealing with the responsibilities of being a parent of a handicapped child. Components of the model include a literature search; formation of community team; approval authorization; local needs assessment; formulation of a resource catalog; staff orientation; parent awareness effort; implementation of the project; and analysis and revision. Step by step procedures are given for each component of the model to facilitate the effective implementation of all stages of the project. A listing of helpful agencies and organizations, materials evaluation forms, suggested books for handicapped learners, parent questionnaire, and a bibliography on school/public library cooperation are included in the appendices. (JPF)

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A PROCEDURAL MANUAL FOR ESTABLISHING A LIBRARY/SCHOOL RESOURCE NETWORK FOR SPECIAL NEEDS CHILDREN

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INTRODUCTION

The efforts of the public library and public school personnel, who participated in this project, were directed at meeting a very real need in their respective communities; namely, assisting those parents of special needs children who wanted to become more actively involved in dealing with the learning problems faced by their children. These parents felt frustrated that the schools had not provided either the materials or the vehicle to promote such involvement.

This project, therefore, attempts to utilize the already existing library loan system to place in the hands of parents, a collection of learning materials that could be utilized in a non-school setting to complement their children's educational programs received in the public schools.

This manual will present to the reader a transportable model hopefully capable of assisting people who are in the planning stages of a similar project. No single program, no matter how well designed, can accommodate all tastes, preferences, idiosyncrasies, or uses. It is anticipated that changes and modifications to our model will be necessary when addressing future Library/ School Media projects to meet local needs and conditions. If this manual can encourage others to initiate a similar project or assist communities already engaged in the developmentalstages, we will consider our efforts rewarded. It is to this end that we give authorization for the use of any of the sample forms and materials found in the manual.

PURPOSE

The purpose of this manual is to provide the reader with the procedural steps to follow in designing and implementing a Library/School Resource Network for parents of special needs children.

The Library/School Resource Project is a venture to design and implement a library/school program for special needs children and their parents. Its basic objectives are to identify available resources for use by teachers, parents, and their special needs children; to provide a system whereby everyone could have access to these resources; and by using the public library facilities to offer parents specialized training sessions so that they can become more effective in dealing with the demanding responsibility of being a parent of a handicapped child.

Finally, we believe that parents should be active participants in the educational process of their children. Through this project, parents will now be given an opportunity to utilize an extensive collection of learning materials designed to aid in the learning process of their children.

DEVELOPMENTAL STAGES

The following outline is designed to assist the reader in developing a plan that effectively deals with all stages of the project development. In subsequent sections of this manual, the major areas of the outline will be dealt with in greater detail. The outline provides the reader an opportunity to oversee the entire project at a glance.

I. Literature Search
   - A. Educational Resources Information Center (ERIC)
   - B. National Center on Educational Media and Materials for the Handicapped, Ohio State University, Columbus, Ohio
   - C. Bureau of Library Extension, Massachusetts

II. Formation of Community Team
   - A. Public Librarian
   - B. School Librarian
   - C. Special Education Teachers
   - D. School Administrator
   - E. Media Specialist
   - F. Parents

III. Approval Authorization
   - A. School Board
   - B. Library Board or Trustees

IV. Local Needs Assessment

V. Selection of Resource Materials
   - A. Identification of specialized areas
   - B. Identify existing resources
   - C. Selection of resources to be purchased

VI. Formulation of Resource Catalog
   A. Classify all available materials
   B. Identify by age and/or interest level

VII. Staff Orientation
   A. Library Staff
      1. Explain catalog contents
      2. Explain loan circulation procedure
      3. Display resource materials
   B. School Staff
      1. Explain catalog contents
      2. Explain access procedures
      3. Examine resource collection

VIII. Parent Awareness Effort
   A. Library Workshops
   B. School Programs
   C. Local Media
   D. Teacher Referral

IX. Implementation of Project
   A. Distribution of Project
   B. Development of Public Library Learning Center
   C. Circulation of collection
   D. Compilation of material utilization data

X. Analysis and Revision
   A. Modification of policy
   B. Expansion of resource collection
   C. Elimination of problem items from collection
   D. Publication of catalog supplements
   E. On-going public awareness efforts

FORMATION OF COMMUNITY TEAM

The first procedural step in establishing a resource library for parents of special needs students is the creation of a local community team.

A. Members

1. Two special education teachers
2. One media specialist
3. One school librarian
4. One public librarian
5. One parent
6. One school administrator (optional)
7. Consultant (optional)

B. Responsibility of Each Member

Special Education Teachers

- Participate in local needs assessment
- Assist in compiling existing instructional materials
- Assist in selecting and evaluating the purchase of new instructional materials
- Design "prescriptive referral form"
- Conduct training/workshop sessions for parents
- Conduct orientation sessions for special education personnel
- Provide hot-line assistance to target audience

Media Specialist

- Participate in local needs assessment
- Assist in selecting and evaluating instructional materials
- Assist in the purchasing of instructional materials
- Select and purchase needed Audio-Visual equipment
- Assist in designing "materials evaluation form"
- Assist special education staff in parent training/workshop sessions
- Assist in design and administration of pre/post test to parents

School Librarian

- Participate in local needs assessment
- Compile existing school instructional materials appropriate for project use
- Assist in evaluating and selecting new instructional materials
- Assist in parent training/workshop sessions
- Assist in formulating library procedures and policy
- Supervise the cataloging procedures
- Assist in the design and utilization of "materials evaluation form"

Public Librarian

- Compile existing instructional materials housed within the public library suitable for use with the target group
- Formulate procedures and policy for the dissemination of instructional materials
- Assist in parent training/workshop sessions
- Assist in designing "materials evaluation form"
- Conduct orientation meetings for public library personnel

Parent

- Participate in local needs assessment
- Provide parent volunteer assistance in cataloging of instructional materials
- Act as peer enabler to parent community
- Assist in parent training/workshop sessions

School Administrator (optional)

- Participate in local needs assessment
- Hot-line assistance
- Assist in design and administration of pre/post test to parents

Consultant

- Conduct parent training/workshop sessions

A summary of the activities of the project and the responsibilities of the community team are shown in a checklist chart located on the following page.

Additional Comment and Suggestion

One member of the community team should be made chairman of the group with the added responsibilities of preparing agenda items and scheduling meetings.

CHECK-LIST CHART

ACTIVITIES	Special Education Teachers	Media Specialist	School Librarian	Public Librarian	Parent	Consultant	Administrator
Staff Development	X	X	X	X	X	*	X
Compiling existing instructional materials	X		X	X			
Evaluation and selection of materials	X	X	X				
Purchase of instructional materials		X	X	X			
Selection and purchasing of A-V equipment		X					
Cataloging of materials			X	X	X		
Design materials evaluation form		X	X	X			
Design prescriptive referral form	X						X
Parent training/workshops	X	X	X	X	X	*	X
Hot-Line Assistance	X				X		X
Procedures and Policy (Library)	X	X	X	X			
Peer Enabler (Schools)	X	X	X				
Peer Enabler (Public Library)				X			
Peer Enabler (Parent Community)					X		
Public Relations					X		X
Demonstration of Materials	X	X	X	X			
Demonstration of A-V Equipment		X					
Design and administer pre/post test to parents	X	X					X

SELECTION OF RESOURCE MATERIALS

CRITERIA

The selection of the items in a collection of resource materials should be based on the following criteria:

1. Purpose of the collection - which is always directly related to the motivating concerns in the creation of the collection. These will vary within each community. For example: in a rural community, a collection might be created to permit farmers access to information on organic farming. In our case, the purpose was to provide the means with which parents of special needs children might enhance the remediation efforts made by the schools.

2. Target Population - Given the impossibility of servicing all of the parents within a community, it is advisable to limit the collection. In our case, we limited our collection to the use by parents whose special needs children were in grades K-6.

3. Specific Needs - Once the target population has been identified, then its needs must be defined. These will,of course,vary with each community. In our case, the special learning needs were: cognitive, reading, language, math, and perceptual skills. Such needs are, of course, determined by the common accord of the community team.

SCOPE

The scope of the collection of resource materials is related to:

1. Available Purchasing Funds - In any project there is a limit to the funds and expenditures permitted. There are often collection management costs which should be budgeted. In our case, about ten percent of our available funds were allocated to packaging requirements of the specific items in the collection.

2. Existing Materials - Very often libraries contain materials that have not been previously identified as useful for a particular collection. Careful scrutiny may uncover a great many treasures. In our case, many high interest/low vocabulary and large print books were uncovered and cross-referenced into our collection of resource materials for special learning needs.

3. Donations - Once the criteria for the collection is established, then one may encourage people in the community at large to donate to the collection. In one library, the donation of materials used by a retired teacher provided the kernel for a specific collection of resource materials for special learning needs.

RESEARCH OF MATERIALS

The determination of the essential and/or appropriate materials is often aided by information provided by:

- Professional agencies and organizations (see Appendix A, pages 25-27)
- Survey of best materials as per professionals in the field, including those in the universities (see Appendix B, page 28)
- Publishers Catalogs - reputable publishers and/or manufacturers will write extensive, accurate descriptions of their product line. These help in matching the instructional materials to the specification of the collection.

The cumulative experience of the community team, especially that of the special education members, is essential in the final decisions of what or what not to purchase.

CATALOG PRODUCTION

Cataloging is best done in subteams of two. While one member holds and describes the item, the other member records the information.

Appropriate working area should be arranged as items will often need to be spread out over a large table for proper identification. Some items may have to be previewed with the use of a filmstrip projector, tape recorder, or record player. Therefore, it is advisable to work within easy access to electric outlets.

Basic information about the items in a collection should be organized according to the broad categories identified at the outset. If an item can be used for one or more needs, it is then cross-referenced to these additional skill areas. Specific items are assigned an interest range so that patrons (in our case, parents) have an idea whether material is at an appropriate interest level (in our case, for their children). Also indicated under basic information, mostly for the use of the librarian, is the name of the publisher or manufacturer of a particular item. Information on the cost of items is crucial for the replacement of lost items.

Once the basic information on each item in the collection is compiled, the data is then transferred to a library index card. The librarian labels each item and assigns a call number which is placed in the circulation file.

CATALOG FORMAT

The basic information is also transferred to a catalog. This catalog should be bound and a simple eye-catching cover should be designed for it. We found it useful to color code the pages of each broad category for quicker identification of items. Efficiency, in the use of the catalog, was paramount in our deliberation and, therefore, we opted not to use the annotated bibliography model. This is an option others may choose to take based on the need of the community.

CATALOG DISSEMINATION

Once the collection is gathered, the catalogs must be printed and disseminated. This can be done in many different ways by:

1. Engaging "lieutenant" members from the target population under the leadership of the parent member of the community team to inform other members of the target population about the collection and its purpose.

2. Contacting town and state agencies and associations and informing them in writing about the collection.

3. Contacting local professionals; in our case, the teachers in our school system. The special education teachers will be provided parent referral forms that will facilitate the dissemination of information about the materials. (See Appendix C, pages 29-30)

4. Contacting the media and making them aware of the efforts of the community team in the creation of resource materials for parents' use by keeping them posted on events connected with the newly-created collection.

5. Promoting meetings with the target population using:

   a) topics of appeal to the target group
   b) guest speakers
   c) hands-on demonstrations of materials in collection

6. Featuring displays related to the collection in places of great public traffic--teachers' lounges, school lobbies, libraries, shopping malls, etc.

7. Registering the catalog with reference libraries and/or information centers, such as NIMIS, ERIC, and MEC.*

8. Sending a copy of the catalog home to each parent within the targeted population.

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* NIMIS = National Instructional Materials Information System
  ERIC = Educational Resources Information Center
  MEC = Merrimack Education Center

MATERIALS EVALUATION FORM

In order to keep a special collection alive, it is important to maintain contact with those who are using the collection. To this end, keeping in mind the purpose of the collection, the target population, and the specific needs, a materials evaluation form was designed and made a part of the collection that provided to those who used the materials an opportunity to evaluate it. (See Appendix D, pages 31-32 for sample forms.)

PUBLIC LIBRARY

ROLE

1. Why involve the public library?

There are a number of reasons for including the public library system as an integral component in the dissemination of learning resources to special needs children.

First, the public library hours of operation vs. those of the schools made it a more logical choice to act as the distribution agent for the above-mentioned resources. The library's evening hours and weekend schedule allow for greater use of the collection by the parents.

Second, by utilizing the already existing "inter-loan program" between public libraries, a greater number of materials can be made available to patrons, and, likewise, a greater number of people will have access to the collection of materials contained in each community's public library.

Third, many parents expressed an uneasiness in coming to the school during the day and interrupting the activities of the classroom teacher, but indicated they would be more inclined to visit the public library in the evenings or on weekends to avail themselves of the materials in the collection.

2. Why a catalog format?

It is important to stress that once your collection is located in the public library, you must make an added effort to construct the resource catalog in such a manner that all items are clearly identified according to area of special need, i.e., cognitive, reading, math, language, and perceptual skills. Library personnel will not have the expertise, nor should you expect it, to participate in diagnosing learning disorders or prescribing techniques of remediation, neither will they be able to recommend items in the collection that are best suited for a child's individual needs.

The catalog should be self-explanatory and developed around specific learning areas with all items carefully categorized by learning levels and content. (See Appendix E, pages 33-34 for sample catalog pages.)

POLICIES FOR UTILIZATION

1. Open collection or closed collection?

Once a collection of learning materials has been identified and/or purchased, the actual decision of how best to disperse them by the public library must be addressed. Although the public schools play an integral part in identifying and perhaps purchasing the materials, it must be stressed that once located in the public library, the collection becomes the property and responsibility of that agency.

Some libraries may choose to display the collection on open shelves available to the general public, while others will prefer to store the collection in a more secure location away from the general library collection and only available to the target group by means of an identification system. Either technique has its advantages and disadvantages. The crucial component in the successful utilization of the collection will always be the readability of the resource catalog, how much publicity the special collection receives, and the extent to which the public school personnel refers parents to the collection.

The following are examples of how two libraries (Wilmington and Bedford) offered their collections to parents in different manners.

2. Closed collection (Wilmington)

Based on a lack of space and an inability to adequately display all the materials, Wilmington chose to store all non-print materials (toys and games) in a storage area apart from the open shelves. Their policy and loan procedures instruct parents to request catalog items directly from a librarian on duty who then procures the articles.

WILMINGTON PUBLIC LIBRARY

BORROWING POLICIES

All materials may be otained by requesting them at the circulation desk in the Children's Room. Although most of the print material (books) are on display in the Children's Room, non-book materials in this collection can only be obtained through the librarian on duty.

It is,therefore,recommended that any person seeking material from this collection consult the librarian on duty who will quickly secure the requested material.

The circulation of library materials is based on free access with no restriction to Wilmington residents or to residents of the Commonwealth of Massachusetts in compliance with reciprocal borrowing procedures established by the Massachusetts Board of Library Commissioners.

At present, most books and records circulate for approximately three weeks, and other types of material for approximately one week. In demand, highly popular materials, and those in short supply are limited to a one-week loan period. Materials which others are waiting for cannot ordinarily be renewed.

Reference materials and specialized materials and equipment (i.e., cassette players) are available for circulation to adults by arrangement with the professional library staff. Specialized loan periods can also be arranged in the same manner. Teachers may ask that specified materials be temporarily reserved for use in the library by contacting the professional library staff.

3. Open Collection (Bedford)

Bedford, on the other hand, has organized its collection within a very visible learning center that allows parents and others direct access to the materials.

BEDFORD PUBLIC LIBRARY

BORROWING POLICIES

The materials you will find listed in this catalog are available to you and your children at the IGNITE Center in the Children's Room of the Bedford Public Library. IGNITE, which has served adults who work with children since 1974, is now broadening its outlook to include materials specifically for children with special needs. We at the library encourage you to browse through the collection, to borrow materials suggested for your children by specialists from the schools, and to use the materials with your children.

The collection is open every hour the library is open: Monday through Friday, 9:00 a.m. to 9:00 p.m.; Saturday, 9:00 a.m. to 5:00 p.m.; and Sunday, 2:00 p.m. to 5:00 p.m. All library staff will be able to help you locate specific materials recommended by your child's teacher,so don't hesitate to ask for help.

All you need to borrow from the collection is your library card. Your child may borrow these materials on his or her own card as well. The loan period varies according to the type of material borrowed:

filmstrips	*1 week*
toys	*2 weeks*
games	*2 weeks*
books	*4 weeks*
audio-visual equipment	*1 week*

Any equipment that may be necessary for the use of materials in the collection will be available for loan at the library. Occasionally, materials you need will not be immediately available at the library. If this happens, let us know so that we may reserve them for you.

This collection can be a spark for learning when parents work with their children. At the library, we're here to help make it work for you.

FORMATION OF CATALOG

1. What are your local needs? (needs assessment)

The formation of the actual collection is a long and arduous task that requires the combined efforts of both school and library personnel from the community team. The first step is to determine the needs of the targeted population. In our case, we chose to service children with mild to moderate special needs within the elementary grades. Based on this assessment, you can limit the collection that makes up your catalog to those items that deal specifically with the predetermined area of need. One community might stress the selection of resources that relate to remedial reading, while another community might emphasize materials related to language impaired problems. Once you have narrowed the spectrum of learning areas and limited the target population, your second step will be to identify existing resources within the public library and the public school that could be included in your collection. This step will require the special education members of your local team to function as consultants for the library staff in determining which materials currently contained in the library are suitable and relevant to the predetermined specialized areas.

2. Are the materials chosen appropriate?

In evaluating and selecting the materials (both existing and purchased) that will be used by parents, it must be understood that the criteria that is used to evaluate instructional materials for use by professional staff personnel might have to be modified. The material utilized by parents should be such that they can use it without professional assistance. However, if such assistance is required, then the librarian should refer the parent to the school specialist who initiated the referral.

The Morse Indicator Model has been developed to aid communities in evaluating the appropriateness of materials for inclusion in the collection.

MORSE SELECTION INDICATOR MODEL

1. Need - Does the product focus on the needs as seen? Does it need professional interpretation?

2. Practicability - Is it useful? Can it be packaged for dissemination? Is it designed for one-to-one utilization? If not, can it be adapted?

3. Cost - Can it be justified? Does it have wide appeal to draw upon? Is it suitable for sharing? (Inter-library loan)

4. Ease of use - Does it take special training to use the material? Are instructions clear and concise? (By the very nature of the project, this is critical.)

5. Product Development - Any information given as to development of materials, such as author, background, field testing, etc.? Was it designed for a specific audience, purpose, grade, age level, etc.? Has it been revised, updated by reviewers?

6. Product appeal - Is material designed to appeal to users? Are the materials creative, artistic?

3. What else should be considered?

If funding is available to purchase additional material for the collection, it is strongly recommended that the local team delay the purchasing of commercial materials until you have identified existing materials within the community that can be utilized. This will allow the team to see what areas are in need of purchased materials.

As indicated before, the actual compilation of resources that make up the collection is a very time consuming task. If this phase could be done during a school vacation period or as a summer workshop project, participants could devote a greater percentage of their time with less interruptions. A sample summer workshop request that could be used in obtaining school department approval and funding has been provided for your information. (See Appendix F, pages 35-37.)

ORIENTATION OF STAFF

In the case of the library personnel, it is important to stress that their role will not include prescriptive or diagnostic responsibilities. Their chief role will be to procure the materials as parents request them and to disseminate the resource catalog. If an evaluative instrument is developed to determine the effectiveness of items contained within the collection, the library staff can serve as the receiver for this input as parents return borrowed items.

The orientation of library personnel should be conducted by the public librarian members of the community team.

PARENT WORKSHOPS

Purpose: The workshops are an attempt to provide parents with an undertanding of the project and the role they can play in helping with their child's learning difficulties by using educational materials with the child in a non-school setting; mainly, the home. Among the areas to be covered at these meetings would include: the developmental patterns of learning; procedural steps for the utilization of the materials; hands-on demonstration of selected materials found within the collection.

Objective One

As a result of an information sharing session on the pressures of being a parent of a special needs child, led by a child behavior specialist, the parents will be able to discuss their fears, expectations, and limitations and anxieties as they apply to working with their children.

Personnel Required

Child Behavior Specialist
Special Education Teacher(s)
Consultant (optional)

Materials and Equipment Needed

Posters
Slides
Sample materials from catalog
Filmstrip Viewer
Cassette Recorder

Procedures

Large group and small group sessions with parents led by specialists. (Special education community team member or outside consultant could serve as a specialist.)

Use of slides and posters on the developmental patterns of learning with emphasis on the role of the parent. (Hard page copies are provided. (See Appendix G, pages 38-43.)

Illustration of sample materials from collection to reinforce objective.

Evaluation

Pre/post instrument to measure the parent's entry level knowledge and awareness of the special needs topics. (Sample pre/post instrument is located in Appendix H, pages 44-46.)

Objective Two

To acquaint parents with the resource catalog for special learning needs and the procedural format established for the distribution of the materials to the target audience.

Personnel Required

Public Librarian
School Librarian
Media Specialist
Special Education Teachers

Materials and Equipment Needed

Copies of Catalog listings
Sample games and toys from catalog
Filmstrip Viewer
Cassette Recorder
Materials Evaluation form

Procedures

Distribute copies of catalog

Explanation of library policy and procedures led by library members of community team.

Distribute "Parent Referral Form" and discuss the function and purpose.(See Appendix C-1, page 29.)

Distribute "materials evaluation form" and discuss the function and purpose. (See Appendix D-1,2, pages 31-32.)

Demonstration of sample materials from catalog listings.

Question and answer session.

Evaluation

Using the existing library check-out system, a built-in evaluation of the utilization of materials by the target group is assured. The use of the "materials evaluation form" that is included with each item found in the catalog, allows for additional parental evaluation of the material as well as the project.

Objective Three

To demonstrate to parents of special needs children that the materials found within the collection are fun, easy to use, and educationally beneficial.

Personnel Required

Public Librarian
School Librarian
Media Specialist
Special Education Teachers

Materials and Equipment Needed

Filmstrip Viewers
Cassette Recorders
Tables for display of sample materials from catalog
Sample materials

Procedures

Set up tables in a large room. Label each table as follows:

Cognitive skills
Language skills
Math skills
Perceptual skills
Reading skills

Select sample educational materials from catalog that focus on these categories and place on appropriate tables.

Have parents rotate to each table and work with the sample educational toys and games located for their use.

Assign community team personnel to each table to answer any questions and assist in any way.

Evaluation

Visually from the number of parents who participate in hands-on section of the workshop.

Responses to "workshop evaluation from." (See Appendix I, pages 47-48.)

ADDITIONAL COMMENTS AND SUGGESTIONS

Location of Workshops

The location of the workshops for parents should be at the public library facility. It would provide the parents with an opportunity to visually inspect the location of the materials and it would facilitate the handling and demonstrating of the collection to the parents throughout the workshop sessions.

Publicizing Workshops

To maximize the attendance of parents to these workshop sessions, the following advertising steps are encouraged:

1. Advertise the meetings in the local paper at least two weeks prior to the meeting. (See Appendix J, page 49.)

2. Include a photo relating to the workshop activities with any article for the newspaper. Photos help draw attention to the article.

3. Notice of meetings hand carried home by school children. (See Appendix K, page 1.)

4. It is recommended that you provide some return request format that will provide you with some advance information as to the number of parents who will be attending the meetings. This will facilitate the seating arrangements as well as providing the necessary refreshments.

5. If sessions are held during the day, it is recommended that babysitting be provided for pre-school children. Senior citizen volunteers, ACLD members, or high school students could be used to assist in this area.

Tips on Workshops

"Suggestions for Successful Workshops" is provided for your use in the hope that it may provide some assistance in your planning. (See Appendix L, page 52.)

Appendix A

A LISTING OF HELPFUL AGENCIES AND ORGANIZATIONS

For those working with
youngsters with special needs.

MECSTAFF

A product of the Library-Media Project

1977

Merrimack Education Center
101 Mill Road
Chelmsford, Mass. 01824

HELPFUL AGENCIES AND ORGANIZATIONS

AMERICAN ASSOCIATION FOR THE EDUCATION OF THE SEVERELY-PROFOUNDLY HANDICAPPED (AAESPH)
Post Office Box 15287
Seattle, Washington 98115

AMERICAN ASSOCIATION OF MENTAL DEFICIENCY
5201 Connecticut Avenue, N.W.
Washington, D.C. 20015

AMERICAN CORRECTIVE THERAPY ASSOCIATION
4910 Bayou Vista
Houston, Texas 77088

AMERICAN OCCUPATIONAL THERAPY ASSOCIATION
600 Executive Boulevard
Rockville, Maryland 20852

AMERICAN PUBLIC WELFARE ASSOCIATION
1155 16th Street, N.W.
Suite 201
Washington, D.C. 20036

AMERICAN REHABILITATION ASSOCIATION
1328 Old Hickory Road
Memphis, Tennessee 38116

CHILD WELFARE LEAGUE OF AMERICA
44 E. 23rd Street
New York, New York 10010

COUNCIL FOR EXCEPTIONAL CHILDREN
Jefferson Plaza
Suite 900
1411 S. Jefferson Highway
Arlington, Virginia 22202

FAMILY SERVICE ASSOCIATION OF AMERICA
44 E. 23rd Street
New York, New York 10010

DEPARTMENT OF HEALTH, EDUCATION AND WELFARE

a. Bureau of the Education for the Handicapped, U. S. Office of Education, National Institute for Mental Health, and Health Services of the Mental Health Administration

b. Department of Special Education
Washington, D.C. 20045

c. Developmental Disabilities Office
Washington, D.C. 20201

d. Office of Mental Retardation Coordination, Dept. HEW Washington, D.C. 20201. (Publishes Programs for the Handicapped, Office of the Assistant Secretary for Human Development)

e. President's Committee on Mental Retardation

MASSACHUSETTS AGENCIES AND PARENT GROUPS (PARENT GROUPS*)

EASTER SEAL SOCIETY FOR CRIPPLED CHILDREN AND ADULTS OF MASSACHUSETTS, INC.
14 Somerset Street
Boston, Massachusetts 02108

*EPILEPSY SOCIETY OF MASSACHUSETTS, INC.
3 Arlington Street
Boston, Massachusetts 02116

*MASSACHUSETTS ASSOCIATION FOR CHILDREN WITH LEARNING DISABILITIES
1296 Worcester Road
Post Office Box 908
Framingham, Massachusetts 01701

MASSACHUSETTS ASSOCIATION FOR MENTAL HEALTH, INC.
38 Chauncy Street, Room 801
Boston, Massachusetts 02111

*MASSACHUSETTS ASSOCIATION FOR RETARDED CITIZENS
381 Eliot Street
Newton Upper Falls, Massachusetts 02164

MASSACHUSETTS COMMISSION FOR THE BLIND
39 Boylston Street
Boston, Massachusetts 02116

*MASSACHUSETTS COUNCIL OF ORGANIZATIONS OF THE HANDICAPPED
15 St. Rose Street, Post Office Box 153
Jamaica Plain, Massachusetts 02130

*MASSACHUSETTS PARENTS ASSOCIATION FOR DEAF AND HARD OF HEARING
Post Office Box 303
Boston, Massachusetts 02101

*MASS CHILD, ACLD, INC. (Learning Disabilities)
969 Commonwealth Avenue
Boston, Massachusetts 02215

NATIONAL FOUNDATION - MARCH OF DIMES
280 Washington Street
Brighton, Massachusetts 02135

*NEW ENGLAND ASSOCIATION OF PARENTS OF VISUALLY HANDICAPPED CHILDREN
c/o Perkins School for the Blind
175 N. Beacon Street
Watertown, Massachusetts 02172

NEW ENGLAND CENTER FOR SERVICES TO DEAF BLIND CHILDREN
c/o Perkins School for the Blind
175 N. Beacon Street
Watertown, Massachusetts 02172

*RUBELLA PARENTS ASSOCIATION
4 Denfield Drive
Westboro, Massachusetts 01581

*SPINA BIFIDA ASSOCIATIONS
Massachusetts U.N.O., Our Children
24 Wentworth Road
Melrose, Massachusetts 02176

*STATE ASSOCIATION FOR MENTALLY ILL CHILDREN
7 Theresa Circle
Arlington, Massachusetts 02174

UNITED CEREBRAL PALSY OF METROPOLITAN BOSTON
201 Webster Street
West Newton, Massachusetts 02165

UNITED COMMUNITY SERVICES OF METROPOLITAN BOSTON
14 Somerset Street
Boston, Massachusetts 02108

*FEDERATION FOR CHILDREN WITH SPECIAL NEEDS
Suite 338
120 Boylston Street
Boston, Massachusetts 02116

APPENDIX B

INDIANA DEPARTMENT OF PUBLIC INSTRUCTION
Instructional Materials and Resource Center
for Handicapped Children and Youth
Teacher Initiated Materials Evaluation (TIME) Report

We are interested in the special education materials you are using. Please list below the most effective materials you are using or have used in the past. This data will be compiled and disseminated to all local directors.

1. Book

Name of Material _____

Publisher _____

Curricular or Subject Area _____

Comments on Use and Effectiveness _____

_____

_____

2. Non-Book

Name of Material _____

Publisher _____

Curricular or Subject Area _____

Comments on Use and Effectiveness _____

_____

_____

Please complete the following so that we may contact you should others want first-hand information on the items you listed.

Name _____ Date _____

City _____ School _____ Phone _____

Prototype _____

Identification of teacher-made materials not to be borrowed.

_____

_____

_____

Level of Class
Preschool ☐
Primary ☐
Intermediate ☐
Jr. High ☐
Sr. High ☐
Post High School ☐
Other _____

Book _____ Non-Book _____

Training Needed _____ Yes _____ No

(Adapted)
Permission granted by Paul Ash

APPENDIX C-1

REFERRAL TO RESOURCE CATALOG
FOR SPECIAL LEARNING NEEDS

Dear Parents:

The Wilmington Memorial Library maintains a collection of educational materials which may be checked out by parents to use at home. Many parents have found these materials enjoyable to use as well as helpful to their children.

CHECK-OUT REQUEST

DATE: _____

TO: Wilmington Memorial Library
Children's Section - 2nd Floor

FOR: _____
Name of Student

SUGGESTED BY: _____
Name of Referring Person

ITEM: _____

_____

_____

_____

_____

_____

_____

_____

If further directions are needed to use the above item(s), please refer back to:

_____
Signature of Referring Person

APPENDIX C-2

REFERRAL TO IGNITE COLLECTION: BEDFORD FREE PUBLIC LIBRARY

The town library maintains a collection of educational materials which may be checked out by parents to use at home. Many parents have found these materials enjoyable to use as well as helpful to their children.

After working with your child, I feel that _____ would benefit from using the following materials with you at home. If you have any questions or comments, please get in touch with me.

Materials:

_____
Teacher

Parent Comments (if any);

APPENDIX D-1

PARENT EVALUATION FORM FOR NON-PRINT MATERIALS

Name of Material: _____

Call Number: _____

CIRCLE YES OR NO

1. Were the directions clear & easy to follow? YES OR NO
2. Did your child enjoy working with this material? YES OR NO
3. Did you have any trouble working with the material? YES OR NO
   If stated yes, what were the difficulties:

   _____

   _____

   _____
4. Did you find the material challenging enough for your child? YES OR NO
5. Do you plan on checking out additional material from the library? YES OR NO
6. Would you recommend other parents to use this material with their children? YES OR NO
7. Did you find the materials to be in good condition? YES OR NO

The following questions are to be answered by parents who have been referred to the library by their child's Special Education Teacher.

8. Did you feel your child accomplished what was intended by working with this material? YES OR NO
9. Did you find the experience of working with your child worthwhile? YES OR NO
10. Did you receive a referral form from the Special Education Teacher recommending the use of the material? YES OR NO

Space is provided for comments or remarks: _____

_____

_____

_____

_____

_____

_____

APPENDIX D-2

NON-BOOK MATERIALS EVALUATION FORM

The following information will be helpful in evaluating our resources and your needs.

Call No. Author/producer_____

Title _____

Circle type of material: Game Record Cassette Tape Filmstrip

Film Loop Multi-Media Kit

Child's grade/age level_____

General questions: Was this item suggested by school personnel?_____
Did your child use this item with ease___with normal involvement___
difficulty____

Did your child work independently_____with a parent/tutor_____

If available, were guides or directions clear? Yes_____No_____

Does this item need more directions or explanations? Yes_____No_____

Did you select this item to help remediate a particular difficulty or weakness?

Yes_____No_____ If yes, please explain briefly:_____

_____

Do you feel that you child mastered (learned or accomplished) what was intended?

Yes_____No_____Not completely, but material still useful_____

Would you like to see the Library purchase more materials like this item?

Yes_____No_____Not a top priority_____

Specific Points of Quality or Inferiority (check where applicable):

	Excellent	Good	Poor
Authenticity: clear, accurate, up-to-date.			
Appropriateness: vocabulary and concepts at user's level.			
Interest: intellectually challenging, appealing to imagination and curiosity			
Organization: clear and logical			
Technical features: ease in handling, using and returning in good repair.			

Other Comments:

APPENDIX E-1

BOOKS FOR CHILDREN

AUTHOR	TITLE	INTEREST LEVEL	READING LEVEL	FOR
Hurley, William	DAN FRONTIER, TRAPPER	1-4	1-2	B/C
Hurley, William	DAN FRONTIER WITH THE INDIANS	1-4	1-2	B/C
Jackson, Robert B.	QUARTER-MILE COMBAT	5-6	4-6	L/P
Lawrence, Ann	THOMAS: OR THE SECOND GIFT	5-6	5-6	L/P
Lenski, Lois	MR. & MRS. NOAH	1-3	1-3	B
Line, David	SOLDIER AND ME	5-6	5-6	L/P
Lippman, Peter	BUSY WHEELS	3-4	3-4	B/c
Martini, Teri	TRUE BOOK OF COWBOYS	3-4	1-3	B/C
McGovern, Ann	ROBIN HOOD	4-6	4-6	B
Montgomery, Constance	VERMONT FARM AND THE SUN	4-6	4-6	L/P
Montgomery, Constance	VERMONT ROADBUILDER	4-6	4-6	L/P
Montgomery, Constance	VERMONT SCHOOL BUS RIDE	4-6	4-6	L/P
Montgomery, Rutherford	WHITE STALLION	4-6	4-6	B
Norton, Andre	THE DAY OF THE NESS	4-6	4-6	L/P
Paradis, Adrian	HENRY FORD	4-6	-13	B
Perkins, Lucy Fitch	THE CAVE TWINS	4-6	4-6	L/P
Priestly, J.B.	SNOGGLE	4-6	4-6	B
Provensen, A. & M.	WHO'S IN THE EGG?	1-3	1-3	B
Rounds, Glen	WHITEY'S FIRST ROUNDUP	3-4	3-4	L/P
Silcott, Philip B.	COWBOYS	4-6	4-6	L/P
Speare, Elizabeth	THE WITCH OF BLACKBEARD POND	4-6	4-6	B

APPENDIX E-2

GAMES AND TOYS

B. "LANGUAGE SKILLS"

J-REALIA CALL NO.	TITLE	SUGGESTED SKILL AREAS	GRADE LEVEL
	CATEGORIES: FOODS AND ANIMALS	Vocabulary Development	K-3
	CATEGORIES: CLOTHING AND HOUSEHOLD ITEMS	Cognitive Skills/Vocabulary	K-2
	CATEGORIES: VARIED	Oral Expression	K-3
A 31	DEVELOPING A VOCABULARY	Oral Expression/Reading	K-3
G 12	EYELET PEOPLE	Fine Motor Skills	1-8
J KIT 1	THE FIRST TALKING ALPHABET: CONSONANTS	Oral Communication	K-2
F 2	HAND PUPPET: CAT	Oral/Manual Expression	1-3
F 4	HAND PUPPET: CHIMP	Oral/Manual Expression	1-3
F 3	HAND PUPPET: FOX TERRIER	Oral/Manual Expression	K-3
A 25 C-1 A 26 C-2	LET'S MAKE A PUPPET- LET'S GIVE A SHOW	Fine Motor Skills	K-6
B 49	LANGUAGE PICTURE CARDS I	Verbalization	K-1
B 48	LANGUAGE EXPRESSIVE PICTURE CARDS II	Verbalization/Motor Skills	K-1
B 62	FAMILY PUPPETS (BLACK)	Vocabulary/Dialogue	K-4
B 61	FAMILY PUPPETS (WHITE)	Vocabulary/Dialogue	K-4
	PARTS AND WHOLES	Vocabulary/Grouping	K-3
	SPELLING REFERENCE BOOK	Spelling	2-5
2 SFS 67	WHO AM I?	Oral Expression	K-2
F 1	WORD MATCHING FLIP BOOKS	Oral Expression/Spelling	1-2
G 11	SCRABBLE	Spelling	2-8

APPENDIX F

WILMINGTON PUBLIC SCHOOLS
WILMINGTON, MASSACHUSETTS

April 1, 1977

To: Derek R. Little, Assistant Superintendent of Schools

From: Joseph Connelly, Principal, Woburn St. School

Subject: Summer Workshop Request

I. General Comments - Need:

During the past three months I have coordinated the efforts of a volunteer committee which is attempting to involve parents of special needs children in the education of their children in a non-school setting, namely the home.

This committee, called the Library/School Media Cooperative, is comprised of a Resource Room teacher, Learning Disabilities teacher, School Librarian, Public Librarian and School Administrator.

The Library/School team is operating on the premise that if parents of special needs children can be encouraged to become actively involved in the educational plan of their children it will add support and reinforcement to the in-school academic program.

Assisting us in this project is the Merrimack Education Center which is acting as a facilitator, consultant and providing $2000 in incentive funds to purchase needed instructional materials. We have also received the support and financial backing of the Wilmington Association of Children with Learning Disabilities (ACLD) in the form of a $110.00 donation and volunteer clerical assistance.

To date much has been accomplished during our weekly meetings. Following the planning stage our first task was to identify, classify according to learning modality and catalog materials that already existed in the Public Library. It was gratifying to discover that a large inventory of print and non-print materials suitable for special needs children was already available through the Public Library.

Although several weeks have been spent classifying these materials and compiling bibliography lists, we are finding that the clerical work alone will take several additional weeks.

For this reason we request that a three-week summer workshop be approved so that we may devote our entire efforts to completing this project. We believe with the help of a summer workshop the Library/School Media Cooperative and associated workshops will be ready for implementation by early fall of this year.

II. Goals of the Summer Workshop:

1. To develop a resource guide that lists all instructional materials available through the Wilmington Public Library. The catalog will feature only materials that are specifically designed for special needs children or can be adapted for their use. The catalog will be distributed to all special education teachers so that they can recommend to parents appropriate materials to be borrowed.

2. Identify and purchase additional materials with M.E.C. funds. Once the committee has compiled a combined inventory list they will determine which areas could benefit by additional materials. All additional purchases will be included in the resource catalog.

3. To plan and organize staff workshops. A series of workshops will be planned to familiarize all special education staff with the procedural matters of this program and how they can encourage its utilization by parents. At these workshops many of the materials available through the library will be demonstrated to the special education teachers.

4. Plan and organize a series of parent workshops. These workshops will be designed to acquaint parents with the Library/School Media Cooperative and increase their understanding of Chapter 766. A major goal of these workshops will be to encourage parents to become active participants in their child's instructional program.

5. To develop the many forms and guidelines that will be essential to the management of this program through the public library loan system.

6. To develop an evaluation instrument to measure the effectiveness of this project on students, teachers, and parents.

III. Duration of the Workshop:

Three weeks - 15 days

IV. Working Staff and Cost:

*1 School Administrator	$175 x 3 =	$525.00
1 School Librarian	110 x 3 =	330.00
2 Special Education Teachers	110 x 3 =	660.00
1 Reading Specialist	110 x 3 =	330.00
1 Secretary/Clerk	75 x 3 =	225.00
		$2070.00

*Administrative salary could be eliminated if 11 or 12 month personnel involved.

V. Location:

Public Library and/or any school

VI. Summary

As a result of this workshop the following would be accomplished:

1. A catalog would be printed that would list all instructional materials available at the Wilmington Public Library that could be used by teachers and parents to reinforce the instructional program of Wilmington's special needs children.

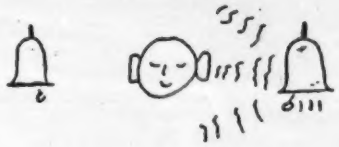
2. A series of parent and staff workshops would be planned, organized and scheduled to acquaint them with this new service and how best to utilize it.

3. All available funds would be used to purchase additional material.

4. The administrative guidelines of this program would be finalized including a teacher, parent and student evaluation of the project's effectiveness.

auditory perception

ears hear, but the brain:

locates 

discriminates

sequences

- "The dog bit the man."
- "The man bit the dog."

according to:

duration
rhythm
pitch
loudness

Logical thinking

Cognition is the ability to understand & organize experience, probe for information & solve problems_ using:

- Prediction
- Categorizing: color, shape, configuration, function
- Cause & effect
- Hierarchy
- Symbols - word meaning

motor control

brain coordinates:

eyes ears nerves muscles

to produce:

large muscle movement

spatial orientation

left-right orientation

eye-hand coordination

ear-hand coordination "Tie your shoes."

Language

people use language to:

express needs

communicate feelings

describe things

tell stories & experiences

converse

use 'manners'

pretend, act out, imagine

express opinions

understanding comes before expression

speaking comes before writing

visual perception

Eyes see, but the brain:

Matches △△

Discriminates ↑↑↓↑

Sequences fihgt

According to:

color size shape

quantity configuration

position in space

APPENDIX G-6

CHILDREN

learn by

Moving

Looking

Touching

Listening

Talking

Reasoning

APPENDIX H-1

PARENT QUESTIONNAIRE

1. How often do you assist your child with his school work?
   a. O Not at all
   b. O Occasionally
   c. O Usually
   d. O Always

2. To what degree do you feel qualified to provide additional instruction to your child at home?
   a. O Not at all
   b. O Small degree
   c. O Limited degree
   d. O Substantial degree

3. Do you consider yourself a patient person when working with your child at home?
   a. O Impatient
   b. O Unpredictable
   c. O Average
   d. O Very patient

4. How free do you feel to discuss your child's ec tional plan with school officials?
   a. O Not at all
   b. O Only when initiated by school
   c. O Only when I feel a problem exists
   d. O At all times

5. How often does your child ask you for homework assistance?
   a. O Not at all
   b. O Occasionally
   c. O Usually
   d. O Always

PARENT QUESTIONNAIRE (continued)

6. If the school department provided parents with instructional materials (games, records, tapes, puzzles, multi-media kits) in order to supplement their child's in-school instruction at home, would you utilize them?
   a. O Never
   b. O Sometimes
   c. O Usually
   d. O Always

7. How many times in the past year have you and your child visited the Public Library?
   a. O Never
   b. O 1-3 times
   c. O 4-6 times
   d. O More than 7 times

8. When visiting the Public Library what time and day of the week is most convenient for you? (Check as many as necessary)
   a. O Weekdays 9:00 - 12:00 Noon
   b. O Weekdays 12:00 - 3:00 p.m.
   c. O Weekdays 3:00 - 6:00 p.m.
   d. O Weekdays Evenings
   e. O Saturday 9:00 - 12:00 Noon
   f. O Saturday 12:00 - 5:00 p.m.
   g. Any of the above

9. Do you think regular activities at home, relating to the special needs of your child, will help his/her academic problem?
   a. O Yes
   b. O No

10. Do you think it is a good idea to have "special needs" literature and games at the public library?
    a. O Yes
    b. O No

PARENT QUESTIONNAIRE (continued)

11. Do you fully understand "Chapter 766" and how it applies to your child's educational development?
    a. O Yes
    b. O Only slightly
    c. O Not really
    d. O Not at all

12. What areas of "Chapter 766" and/or the special education program in your town, would you like further explained at other parent workshops?

    _____

    _____

    _____

13. Would you be willing to attend future workshops held to help parents become more effective in dealing with their child's educational needs?
    a. O Yes
    b. O No

14. If yes please indicate topics you consider relevant and would like discussed at these workshops.

    _____

    _____

    _____

APPENDIX I

WORKSHEET 7A

PARTICIPANT FEEDBACK

I. WORKSHOP ELEMENTS

Name

Workshop Date

1. OBJECTIVES

1) Are workshop objectives clear? _____ 2) Do they meet your needs? _____

3) Suggested improvements

2. MATERIALS

1) Do materials fit the objectives? _____ 2) Are they meeting your needs? _____

3) Suggested improvements

3. STAFF

1) Is staff working well as a team? _____ 2) Consistent or contradictory? _____

3) Suggested improvements

4. CONSULTANTS

1) Are outside resource people adding to learning? _____

2) List any who are not. _____

3) Suggested improvements

5. PARTICIPANTS

1) How well is staff relating to your needs (content or personal)? _____

2) Do you feel a need to become better acquainted with other participants? _____

3) Suggested improvements

6. STRUCTURE

1) Are group size and composition helpful to learning? _____

2) Are physical arrangements for group work appropriate? _____

3) Suggested improvements

7. AIDS

1) Are learning aids appropriate? _____ 2) Supplies adequate? _____

3) Suggested improvements

8. FACILITY

1) Problems

2) Suggested improvements

9. ACCOMMODATIONS
(if applicable)

1) Problems

2) Suggested improvements

10. FOOD AND REFRESHMENTS

1) Problems

2) Suggested improvements

11. DATES

1) Will you need to leave early? _____ When? _____

2) If activities need to be extended, are you available? _____

3) How long?

12. TRAVEL

1) Problems in getting to or from workshop?

2) Suggested improvements

13. FUTURE NEEDS

1) Have you discovered additional learning needs? _____

2) What?

McCallon and Davis book on workshop materials.

14. TIME

1) Is pace of learning activities appropriate? _____
2) Suggested improvements

15. METHODS

1) Which type of learning activities worked best?
2) Which encountered problems?
3) Suggestions

16. ENERGY/ATTENTION

1) Are more/fewer breaks needed?
2) Was your energy or attention lower at certain times? _____
3) When? 4) Why?

17. CLIMATE

1) Is the overall climate or mood of this workshop supportive of your learning? _____
2) Suggestions

II. GROUP OBSERVATIONS

Use the following guide to help pinpoint any problems you noticed while participating in small group activities.

1. Did group(s) seem to favor certain attitudes or behaviors over others? Did this cause problems? Describe.

2. In getting its work done, did group overlook individual feelings or contributions? Did group attention to individual concerns keep it from accomplishing its task? Describe.

3. Did members share effectively in group workload? Did certain members do all the work, or always do same work? Describe.

4. Did group develop its own leadership? Was leadership too authoritarian, too loose, or appropriate? Describe.

5. Did the behavior of certain individuals block the group learning? Describe (you may or may not use names).

6. Did the group(s) have trouble in reaching decisions? Describe.

7. Were there problems in the degree of cooperation/competition between groups? Describe.

8. Others

APPENDIX J

NEWSPAPER RELEASE

Hold for picture!

Library introduces IGNITE collection

Special education teachers and members of the Bedford Public Library staff will direct two workshops later this month for parents, involving the library's IGNITE collection of educational materials for young children.

The sessions are scheduled for Monday, Oct. 17, from 7:30- 9:00 p.m. The program will be repeated Saturday, Oct. 22 from 10-11:30 a.m. at the library. Refreshments will be served.

"Parents are already teachers" a library staff member said. "They can do it more effectively with games, materials, activities and other educational resources in the library's expanded IGNITE collection."

The materials, which also include film strips and cassettes, may be checked out of the library for use in homes.

APPENDIX K-1

WILMINGTON PUBLIC SCHOOLS
WILMINGTON, MASSACHUSETTS

October 1, 1977

Dear Parent:

This letter is to inform you that the Wilmington Memorial Library will shortly make available for home use circulation a new and extensive collection of materials selected for the enjoyment and enrichment of your children. This collection includes new toys, games, books, records, cassettes and a limited amount of Audio-Visual equipment. A committee comprised of school and public library personnel have worked during the past several months to compile a resource catalog of these materials which will help you make an appropriate selection for your child.

We believe that for you, as the parents, to fully take advantage of this collection, you would greatly profit from attending a parent orientation. This orientation will be held on October 17, 1977 from 10:00 a.m. to 11:30 a.m. in the second floor conference room of the Wilmington Memorial Library.

Refreshments will be served and babysitting will be provided for prescnool children.

Respectfully,

Project Director
Library/School Collaborative

APPENDIX K-2

GAMES! MATERIALS! ACTIVITIES!

FOR PARENTS' USE

Tired of tears, frustration?

Want to help your pre-school and early school child at home?

Tune in, turn on to educational materials at the library in the newly expanded IGNITE collection!

Parents are already teachers. Do it more effectively, by getting together at the Bedford Public Library to become acquainted with filmstrips, games, materials, cassettes that you may check out to use at home. This is a hands-on workshop, directed by library staff and special education teachers.

REFRESHMENTS!

Come: Monday evening, October 17 at 7:30 - 9:00 p.m.

OR

Saturday morning, October 22 at 10:00 - 11:30 a.m.
(No babysitting available)

☐ I plan to attend on Monday evening, October 17.

☐ I plan to attend on Saturday morning, October 22.

_____
Signature

PLEASE RETURN BY FRIDAY, OCTOBER 14, 1977, TO YOUR CHILD'S TEACHER.

APPENDIX L

I. Planning

A. Know what you hope to accomplish
B. Relate the workshop to specific needs

1. program
2. staff
3. collection
4. facility

C. Assess the needs of participants

1. directly -- information from participants
2. indirectly -- information about participants

D. Determine the expectations of participants

1. make sure they are compatible with your goals
2. try to avoid misconceptions

E. Select the optimal workshop format

1. identify learning styles of participants
2. match training needs with informational needs
3. determine the length and style of presentation

II. Arranging

A. Select and prepare a site
B. Arrange for supplies and equipment

1. prepare a checklist
2. test equipment

C. Publicize workshop
D. Arrange for pre-registration
E. Prepare handout materials

1. research information
2. make this information available or accessible

III. Conducting

A. Arrive early
B. Get to know your speakers
C. Keep your sense of humor

IV. Evaluating

A. Determine a means for feedback

1. evaluation forms
2. discussion

B. Arrange a means for follow-up

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